Date	Minute number	Signed	amendments

Peer on Peer Abuse Policy

February 2018

St Oswald's fully recognises the contribution it can make to protect children and support pupils in school and beyond. We are fully committed to safeguarding our pupils through prevention, protection and support. We are also committed to actively promoting the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to live in modern Britain. It is our duty to protect children and young people against the messages of all violent extremism and to prevent terrorism. Any concerns should be referred to the designated Child Protection Officer who have local contact details for PREVENT and Channel referrals.

St Oswald's C.E Primary School encourages an open and inclusive learning environment where children feel safe to share information about anything that is upsetting or worrying then, this is strengthened through a strong and positive PHSE curriculum that tackles such issues as prejudiced behaviour and gives children space to talk things through and avoid one on one opportunities to be harmful to one another.

At St Oswald's we are committed to ensuring that any form of peer on peer abuse or harmful behaviour is dealt with immediately and consistently. This will reduce the extent of harm to the young person and minimise the potential impact on that individual child's emotional and mental health and well-being.

Purpose of this Policy;

This policy reflects the requirements of the statutory Guidance Keeping Children Safe in Education, 2016 which states;

'Governing bodies and proprietors should ensure their child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with'

The document also states it is most important to ensure opportunities for seeking and hearing the voice of the child.

Children and young people may be harmful to one another in a number of ways which would be classified as Peer on peer abuse and include a planned and supportive response to the issues.

At St Oswald's we have the following policies in place that should be read in conjunction with this this policy.

- Safeguarding and Child Protection Policy
- Anti- Bullying Policy

Peer on Peer Abuse

At St Oswald's we believe that abuse should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific; e.g. girls being sexually touched/assaulted and boys being subjects to initiation/hazing type violence (KCSIE) it is important to consider the forms abuse may take and the subsequent actions required.

Prevention

As a school we will minimise the risk of allegations against other pupils by;

- Providing a developmentally appropriate PSHE syllabus which develops pupils understanding of acceptable behaviour and keeping themselves safe.
- Having a robust Online and Mobile Technology safety Programme which develops pupil's knowledge, understanding and skills, to ensure personal safety and self-protection when using the internet and social networking.
- Having robust monitoring and filtering systems in place to ensure pupils are safe and act appropriately when using information technology in school.
- Have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk.
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against pupils by other young people in the school, which are of a Safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse, teenage relationship abuse and sexual exploitation, bullying, cyber bullying and sexting. It should be considered as a safeguarding allegation against a pupil if some of the following features are present.

The allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or more vulnerable pupil.
- Is of a serious nature, possibly including a criminal offence.
- Raises risk factors for other pupils in the school.
- Indicates that other pupils may have been affected by this student.
- Indicates that young people outside the school may be affected by this student.

Examples of safeguarding issues against a pupil could include:

Physical Abuse

Physical abuse may include; hitting kicking, nipping, shaking, biting, hair pulling or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidently, before considering the action or sanctions to be undertaken.

Bullying

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived powers imbalance. The behaviour is repeated, or has the potential to be repeated over time. Both young people who are bullied and who bully others may have serious lasting problems.

In order to consider bullying the behaviour must be aggressive and include:

- An imbalance of power: Young people who bully use their power- such as physical strength, access to embarrassing information, or popularity- to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying include actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason (e.g.) size, hair colour, race, gender, sexual orientation, and excluding someone from the group on purpose.

Cyber bullying

Cyber bullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook, Twitter to harass threaten or intimidate someone for the same reasons stated above. It is important to state that cyber bullying can very easily fall into criminal behaviour under the Communications Act 2003, section 127 which states that electronic communications which are grossly offensive or indecent , obscene of menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could be deemed to be criminal behaviour. If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or photo. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationships and to anyone, regardless of their age, gender, or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Emotional Abuse

Can include black mail or extortion and may also include threats and intimidation. This harmful behaviour can have a significant impact on the mental health and emotional well-being of the victim and can lead to self-harm.

Sexual Abuse

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse. It can also include indecent exposure, indecent touching/serious sexual assaults or forcing others to watch pornography or take part in sexting.

Teenage Relationship Abuse

Teenage relationship Abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse

may include insults, coercion, social sabotage, sexual harassment, threats and /or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Sexual Exploitation

This ca include encouraging other young people to engage in inappropriate sexual behaviour or grooming and recruiting members of the peer group into being sexually exploited by other young people or adults. It can also include photographing or videoing children performing indecent acts.

Procedure for dealing with Allegations of Peer on Peer Abuse

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. It's our policy to speak to all the young people involved in the allegation of peer on peer abuse separately to gain a statement of facts from them. The member of staff will ask the children to tell them what happened, only when asking questions to gain clarity e.g. where did the incident take place, when, etc…
- The DSL should contact Starting Point. Where a crime has been committed the Police will also be involved.
- Parents of both the student/s being complained about and the alleged victim/s should be informed and kept updated on the progress of the referral
- The DSL will make a record of the concern, the discussion and any outcome and a copy will be kept in the secure safeguarding records.
- If the allegation highlights a potential risk to the school and the pupil, the school will follow the schools behaviour policy and the procedures and take appropriate action.
- In situations where the school considers a safeguarding risk is present, as risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow up evaluation with everyone concerned.

Evidence Gathering

Peer on Peer Abuse

Name of Victim   **D.O.B/Age**

Name of Alleged Perpetrator   **D.O.B/Age**

Where did the incident/s take place?
(if the incident was in an open, visible place it may have been observed and more information can be gathered. If the incident did not take place in an open visible place then the school must consider if more supervision is required within this particular area.)

Witness/es

Explanation account of the incident; (go onto separate sheets if necessary)

Victim Account

Perpetrator Account

Witness Account

Name of person collecting information and role

Designated Safeguarding lead consulted ;

Yes

No (if no why not)

Social Services/Starting Point Contacted

Yes

No (of no why not)

Next Course of Action;

Informing Parents; (if social care are not going to be involved then the school will share the information with the parents and child together (depending on the child's age)

Support for the Victim;

Refer for counselling	
Nurture group/positive play support	
1:1 support within school	
Support in improving peer groups/relationships with other children.	
Support via the SMSC curriculum	
Support via PSHE Curriculum	
Risk assessment required	

Next steps for the child who displayed harmful behaviour

Refer for counselling	
Early Help referral via Social Care	
Consequences via the behaviour policy (this could be internal exclusion, the young person reflecting on their actions or an full exclusion following the policy)	
Nurture group/positive play support	
1:1 support within school	
Support via the SMSC curriculum	
Support via PSHE Curriculum	
Risk assessment required	